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AUTHOR Dimmlich, David; Oen, Urban T., Ed.
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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page which contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which explains how to adapt or revise a student learning guide or competency sheet, covers the following topics: (1) identifying the reasons for adapting or revising a student learning guide or competency sheet; (2) describing the process for revising the content of a student learning guide or competency sheet; (3) identifying the process of revising the format of a student learning guide or competency sheet; and (4) adapting or revising a student learning guide or competency sheet. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

CIVEC
301 N. Swift Road
Addison, Illinois 60101
312/620-8770

Produced By
Dave Dimmlich
Stephenson Area Career Center
Pearl City Road
Freeport, Illinois 61032

A LEARNING GUIDE

Task ADAPT OR REVISE A STUDENT LEARNING GUIDE OR COMPETENCY SHEET

Purpose With the large number of competency-based programs already developed in Illinois, it is often more time and cost effective to adapt or revise an already developed program.

This learning guide will help you to determine when and how to adapt or revise already developed learning guides or competency sheets.

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	006	2 Hours	005

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ADAPT OR REVISE A STUDENT LEARNING GUIDE OR COMPETENCY SHEET

Prepared by:

David Dimmlich
Stephenson Area Career Center
Pearl City Road
Freeport, Illinois 61032
(815) 235-8025

Edited by:

Urban T. Oen, Ph.D., Project Director
Demonstration Center CIVE Project
(Competency-Based Individualized Vocational Education)
301 North Swift Road
Addison, Illinois 60101
(312) 620-8770

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DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to succe,sfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Necessary Administrative Support

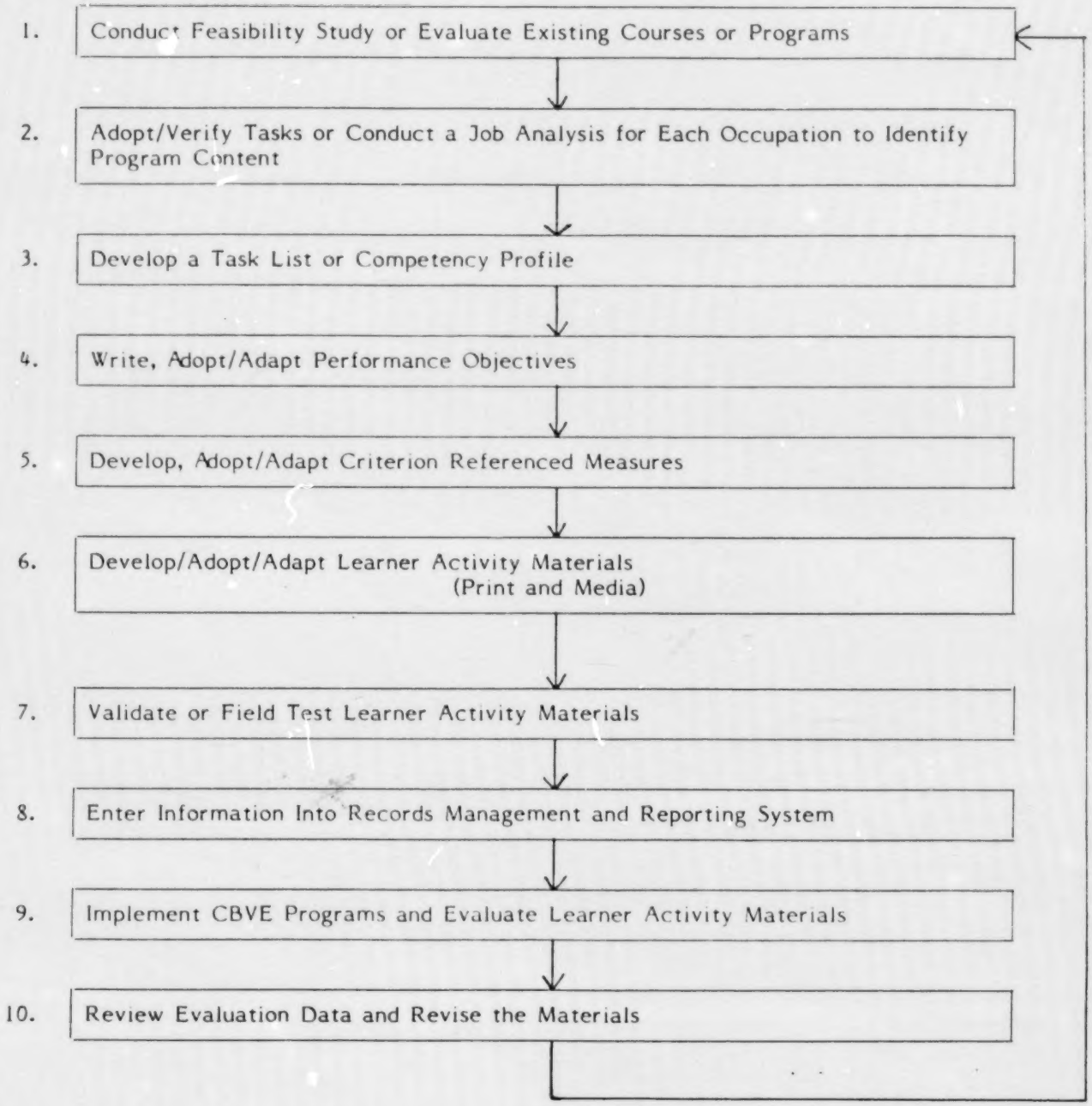
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

FOREWORD

Why Adapt or Revise a Student Learning Guide or Competency Sheet?

In these days of rapidly changing technology, it is important that your curriculum be kept up-to-date.

As the technology in a program area changes so do the necessary tools, materials, and supplies. These changes must be reflected by the constant revision of learning materials.

With the development of a regional delivery system for vocational education, it is important to have consistent tasks, performance objectives, and criterion referenced measures or standards. A uniform format of learning materials would also be helpful. This will often entail adopting or adapting already developed materials or the revision of materials to provide a uniform format. By so doing, the overall management of programs in the region will provide a consistent learning experience for students.

Without uniform tasks, performance objectives, and standards, it would be impossible to have a smooth articulation from high schools to post-secondary institutions.

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: Access to all necessary materials

YOU WILL: adapt or revise a student learning guide or competency sheet

HOW WELL: You must score 13 out of 15 or 87 percent on the exam and score 100 percent on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify the reasons to adapt or revise a student learning guide or competency sheet
2. Describe the process to revise the content of a student learning guide or competency sheet
3. Identify the process to revise the format of a student learning guide or competency sheet
4. Adapt or revise a student learning guide or competency sheet

PROCEDURES FOR COMPLETING THIS MANUAL

1. Read the foreword
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam
5. Complete the performance test and review with your school's CBVE resource person

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify the Reasons to Adapt or Revise a Student Learning Guide or Competency Sheet

LEARNING STEPS

1. Read Resource #1 for information on how to plan for curriculum revision.
2. Read Resource #2 to identify the steps necessary to adapt a curriculum.
3. Complete Resource #3 for a self-check on curriculum revision.
4. Read Resource #4 to describe the factors which influence curriculum revision.
5. Complete Resource #5 to check your understanding of factors influencing curriculum revision.
6. Go on to next MPO.

RESOURCES

1. Information Sheet 006-001-001, "Establishing a Plan for Curriculum Revision," in this guide, page 9.
2. Information Sheet 006-001-002, "Necessary Steps to Adapt a Curriculum," in this guide pages 10-11.
3. Activity Sheet 006-001-003, "Curriculum Revision," in this guide, pages 12-13.
4. Information Sheet 006-001-004, "Describe the Factors Which Influence Curriculum Revision," in this guide, pages 14-15.
5. Activity Sheet 006-001-005, "Factors Influencing Curriculum Revision," in this guide, pages 16-17.
6. MPO #2 in this guide, page 18.

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INFORMATION SHEET

006-001-001

Establishing a Plan for Curriculum Revision

Before beginning any type of curriculum revision, you must establish a systematic plan for curriculum revision. This plan should include:

Sequence - In what order will you revise your curriculum? Which task will be revised first, second, etc.? It is generally best to revise the basic tasks first, and then proceed to more complex tasks. There are two reasons for this:

1. It is often easier to revise the material in basic tasks. In addition, you can practice your curriculum development skills on simpler tasks first.
2. You will have a much clearer idea of exactly what has been taught in the earlier tasks. This prevents wasting the student's time in later tasks with detailed information that the student has already learned.

Timeline - Take a few minutes to plan a time schedule for completing your program's revisions. Creating a time schedule will help you to organize your time and plan your activities. Consulting this time schedule occasionally will help you to know if you are revising your curriculum faster or slower than you had planned.

INFORMATION SHEET

006-001-002

Necessary Steps to Adapt a Curriculum

With rapidly changing technologies, it is important that your program reflect the state-of the-art in technology and techniques. The only way to do this is through constant revision of your curriculum based on input from the regional and local advisory committees.

Before beginning to adapt a curriculum, you must look at the important areas of content, format, and evaluation instruments.

Content:

Resources may be information sheets, textbooks, manuals, or audio-visual materials. You must determine if the resources you are currently using are up-to-date. If not, you should purchase new ones before revising your learning guides or competency sheets. Information sheets may need to be corrected or updated depending on when they were developed. Audio-visual materials may need to be purchased, produced, or eliminated depending on your school's resources. Tools, materials, and supplies will have to be evaluated and provided for. If a specific piece of equipment is called for and it is unavailable to you, it may need to be eliminated or, if it is essential to job performance, arrangements will need to be made for its use. By analyzing the necessary tools, materials, and supplies, you can often predict how to get the maximum utilization out of a tool and supply budget.

Format:

Your competency sheet or learning guide will have to be revised to meet the current standards. The format may have minor variations from school to school; and it is important to keep the format consistent with your school's policy or that of the region.

Evaluation Instruments:

Your evaluation instruments will have to be revised each time you change resources or materials. The program is only as good as your evaluation instruments; and it is important

that they be kept current with any changes in the curriculum.

ACTIVITY SHEET

006-001-003

Curriculum Revision

Directions: Please complete the following in your own words. Then check your answers with the next page.

1. What two factors play an important role in a curriculum revision plan?

2. What three areas play an important role in adapting a curriculum? Why?

DEPT.	PROG	TASK	TPO	MPO
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ANSWER KEY

For Activity Sheet 006-001-003

Curriculum Revision

1. Sequence and Timeline

2. Content, Format, and Evaluation Instruments.

   Why? See Information Sheet 006-001-002

INFORMATION SHEET

006-001-004

Describe the Factors Which Influence Curriculum Revision

Curriculum revision is influenced by these factors:

- Changes in technology
- Student enrollment in your program
- Student placement
- On-the-job performance of program graduates

Changes in Technology

The rapid rate of technological change requires that workers must frequently update their skills. This means that your curriculum will have to be revised to relate new technology to your students work and personal lives.

Student Enrollment in Your Program

Your program needs a certain amount of students to function. It is the responsibility of instructors to maintain enrollment for their programs.

Students are social beings, they have friends enrolled in other programs, and they have friends who are considering enrolling at your school.

Word spreads and students talk to other students and their friends about:

- How much they are learning
- How fast they are learning
- Whether the necessary skills are easily learned
- What job prospects are after graduation

All of these things are directly related to your ability to develop and revise your curriculum.

Student Placement

The state of Illinois expects each vocational program to place a high percentage of its

graduates in either the program's occupation or a related field.

Remember:

- Placement of program graduates depends on the students ability to perform the necessary tasks
- Students ability to perform the necessary tasks depends on the quality of the instruction they have received while enrolled in your program.
- The quality of the instruction received by a student depends directly on the quality of your program's curriculum.

On-The-Job Performance of Program Graduates

In addition to hiring your program graduates, local employers also can provide valuable information about the strengths and weaknesses of your graduates.

Rule #1 Obviously, if your program's graduates are consistently proficient in certain areas, your program's instruction in that area is effective.

Rule #2 If local employers consistently report that your program's graduates need additional work in certain areas, then your curriculum needs to be re-developed or revised for these areas.

ACTIVITY SHEET

006-001-005

Factors Influencing Curriculum Revision

1. Complete this sentence:

   The State of Illinois expects a _____% placement rate.

2. Placement of graduates is contingent upon what three factors?

   A.

   B.

   C.

3. If employers consistently report weaknesses in task performance for your program graduates, then your _____ needs to be re-developed or revised.

4. Students will discuss with one another especially about how the program's _____ affects their ability to learn.

5. List four factors which influence curriculum revision:

   A.

   B.

   C.

   D.

ANSWER KEY

For Activity Sheet 006-001-005

Factors Influencing Curriculum Revision

1. The State of Illinois expects a high percentage placement rate.
2. Placement of graduates is contingent upon:
   A. The student's ability to perform necessary tasks.
   B. Student skills are dependent upon the quality of program instructors.
   C. Quality of instruction depends directly on the program's curriculum.
3. If employers consistently report weaknesses in the skills of your program graduates, then your curriculum needs to be re-developed or revised.
4. Students will discuss with one another especially about how the program's curriculum affects their ability to learn.
5. A. Changes in technology
   B. Student enrollment
   C. Student placement
   D. On-the-job performance of graduates

MICRO - PERFORMANCE OBJECTIVE #2

Describe the Process to Revise the Content of a Student Learning Guide or Competency Sheet

LEARNING STEPS

1. Read Resource #1 to describe the procedures to revise the content of a student learning guide or competency sheet.
2. Complete Resource #2 for a self-check on procedures for content revision.
3. Read Resource #3 for specific information on revising the content of a student learning guide or competency sheet.
4. Complete Resource #4 to check your understanding of content revision.
5. Read Resource #5 for information on revising non-print resources.
6. Complete Resource #6 for a self-check on revising non-print resources.
7. Go on to next MPO.

RESOURCES

1. Information Sheet 006-002-001, "Procedures for Making Content Revisions," in this guide, pages 19-22.
2. Activity Sheet 006-002-002, "Content Revision Procedures," in this guide, pages 23-24.
3. Information Sheet 006-002-003, "How to Revise Content," in this guide, pages 25-27.
4. Activity Sheet 006-002-004, "Revising Content," in this guide, pages 28-29.
5. Information Sheet 006-002-005, "Revising Non-Print Resources," in this guide, pages 30-31.
6. Activity Sheet 006-002-006, "Non-Print Revisions," in this guide, pages 32-34.
7. MPO #3 in this guide, page 35.

DEPT	PROG	TASK	TPO	MPO
	PTT	006	006	002

INFORMATION SHEET

006-002-001

Procedures for Making Content Revisions

It will often become necessary to revise the content of an existing learning guide or competency sheet. Making learning guide or competency sheet content revisions is a two step process:

1. Decide what content revisions need to be made.
2. Make the necessary content revisions.

How Do You Decide What Content Revisions to Make?

The first step in the content revision process is:

1. Gathering Information

   There are several sources of information that should be used in deciding what content revisions are necessary. These information sources are:

   A. Your program or regional advisory committee

      The advisory committee will help you to keep current with any new changes in technology. They can provide valuable input as to the necessity of updating your curriculum to keep abreast of new technological changes.

   B. Yourself and other program instructors

      After all, you should be in the best position to know if a guide or competency sheet is effective.

   C. Your students

      They have to use and learn from your competency sheets or guides every day. Ask yourself...

      Does a particular guide or competency sheet work? Is it effective? Does it teach the students? Do they learn from the guide or competency sheet? Are they able to master the task?

      How much of your time is required in order for the guide or competency sheet

to be effective? Is it effective by itself or must you constantly clarify and expand on the content for your students?

Deciding What Content Changes Need to be Made

There are two basic rules for learning material selection:

1. Is the material right for your program? (Is it consistent with your instructional objectives?)

   Material is right for your program if it is:

   - Applicable to your program - Are the techniques, processes, etc., outlined in the material still feasible for use in your program? Do you have the proper facilities, materials, and knowledge to use the material accurately? Is the material limited to the scope of the MPO or learning step that it corresponds to?
   - Readable - Are the print resources written at a level that can be read and understood by your students?

2. Is the material right for your students? (Can they use and understand the material?)

   Material is right for your students if it is:

   - Technically accurate - Are the tools and techniques you use up-to-date and accurate?
   - Current - Are the methods and procedures still used in your occupation? Are the resources listed in the learning guides or competency sheets still available? Have you included new tools and techniques?

The use of these criteria should help you decide what material should remain the same and what material should be revised or eliminated.

Another valuable source of information is your students. They use and learn from the guides or competency sheets every day. Having your students complete a Learning Guide Evaluation Form like the one shown following this information sheet can help you gather information on the effectiveness of your guide content.

NOTE: Students should complete the evaluation form as soon as possible after they finish the guide so that it is fresh in their minds. File the completed forms by guide number so you can locate them at revision time.

Other valuable sources of information are your vocational director, your advisory committee, national or state certifying boards, or the learning resource center coordinator or librarian.

Remember: Generally speaking, the people that use your guides every day (program instructors and students) are in the best position to know what content changes need to be made. Information from these sources should help you decide what guide content should remain the same, and what content should be revised or eliminated.

What Content Stays

Content that is current, technically accurate, applicable to your program, consistent with your instructional objectives, and understandable to your students should remain. Essentially, it is as simple as that.

Eliminating Materials

Obviously, if a task is no longer relevant to your curriculum, then its corresponding guide or competency sheet are no longer relevant and should be eliminated. Before you throw away curriculum materials, review them to see if they contain information or material that relate to another task. You may want to use that information in the other task's learning guide or competency sheet.

STUDENT LEARNING GUIDE EVALUATION FORM

Program _____ Task # _____ Date _____

Student Name (Optional) _____

DIRECTIONS: This is your chance as a student to help improve the QUALITY of your instruction. Since this learning package was designed to help you to instruct yourself, it must be written in a way that is easy for you to understand and follow. Please answer the following questions so that we can improve this package. Check either "YES" or "NO" and make any comments you feel may be helpful. Return the completed form to your instructor.

LEARNING GUIDE	YES	NO	COMMENTS
1. Did you use the learning guide to complete this task?			
2. When you began the package did you know what you were expected to do to complete it successfully?			
3. Were the learning steps easy to follow?			
4. Were you able to locate the resources easily?			
RESOURCES (written) 5. Were the written resources available when you needed them?			
6. Were the written resources easy to understand? (Please name any specific resources you had difficulty with.)			
7. Were the activities and study questions helpful?			
RESOURCES (A.V.) 8. Did you use the A.V. resources included in this package?			
9. Were A.V. resources available when you needed them?			
10. Were A.V. resources easy to understand? (Please name any specific A.V. resources you had difficulty with.)			
TESTS 11. Did you feel ready to take the written test after completing the package?			
12. Were the test questions clear? (Please name specific items you had difficulty with.)			
13. Did the test cover the material you studied?			
14. Did you feel ready to perform for the performance evaluation?			

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ACTIVITY SHEET

006-002-002

Content Revision Procedures

1. What are the two steps to follow in revising your curriculum's content?

   A.

   B.

2. What five information sources would you turn to before deciding what learning content revisions need to be made?

   A.

   B.

   C.

   D.

   E.

ANSWER KEY

For Activity Sheet 006-002-002

Content Revision Procedures

1. A. Decide what revisions are necessary.

   B. Make the necessary revisions.

2. A. Yourself and other program instructors

   B. Your students

   C. Your vocational director

   D. Learning resource coordinator

   E. Your advisory committee

INFORMATION SHEET
006-002-003

How to Revise Student Learning Guide Content

Revising learning content involves several items. They are:

- Revising the Terminal Performance Objective
- Revising the Micro-Performance Objectives
- Revising the Content of the MPO pages
- Revising print resources

Revising the Terminal Performance Objective

Based on what you have learned about Terminal Performance Objectives, ask yourself: Are the conditions of performance still the same as when the material was written? Are you satisfied with the conditions of performance? Do you still require the student to do the same procedure for mastery? Do you still give the student the same tools, materials and equipment? Is the performance the same or has it changed? Are the standards of performance still the same, or have they changed with time?

Revising the Micro-Performance Objectives

In order to revise the micro-performance objectives for each task, you must be able to do three things:

- Describe the knowing elements of each task.
- Describe the doing elements of each task.
- Decide on the logical blocks in which to group these knowing and doing elements in each task.

This process of listing the knowing and doing elements of each task is called "task detailing". One effective way to do task detailing is to take a blank piece of paper and write the task you are determining the details for on the top of the page. Then proceed to write step-by-step directions on how to do the skill task you are teaching. Write out the details of the job to be performed. Before you begin writing, consider the following points:

- Be sure to write your task details in the order in which they should be done.
- Make sure each detail begins with an active verb.
- Detail both the "knowing" and "doing" elements of each task.
- Number each task detail.
  Be as specific as you can.

Following the task detailing process will enable you to see where logical blocks or groups of task details are. Change the MPOs in the packet you are revising so that each MPO describes what the student can do after completing each block or group of task details.

Revising the Content of the MPO Pages

Once your MPOs have been revised, you must outline the activities needed to accomplish each MPO. You have learned that the "learning steps" and "resources" sections of the MPO page do the following:

- Learning Steps - These directives tell the student what to do and why.
- Resources - These list the information sheets, audio-visual materials, textbooks, laboratory models, etc., that the student uses to complete the corresponding learning step.

Change the learning steps in the guide or competency sheet you are revising until you feel that they include all of the activities needed to accomplish each MPO.

Revising Print Resources

There are two types of print resources used in packets:

- Print resources that are referenced to books, magazines, pamphlets, etc.
- Information sheets that were written specifically for your program.

The next few pages review the criteria for selection of print resources, and discuss the guidelines that should be followed whenever you need to revise either kind of print resources.

Print Resources referenced to books, magazines, etc:

Let's review the two basic rules for evaluating all print material used in your program:

1. It must be right for your program.
2. It must be right for your students.

When deciding if print material is right for your program, you must ask yourself if it is accurate, current, applicable to your program, and legally usable.

When deciding if material is right for your students, you must be aware of your students' reading level, and the reading level of your material.

If in your opinion a print resource does not meet these criteria, then it should be re-written into an information sheet. Guidelines for preparing/revising information sheets appear on the next few pages.

Information Sheets

Information sheets are print resources included in the learning guide or competency sheet that provide information necessary to complete the task. They may include:

- Lists of necessary tools, equipment and materials
- Procedural steps
- Written summaries of information found in other learning materials
- Information that is not found in other resources

Guidelines for Preparing/Revising Information Sheets

Your information sheets will be clear and concise if you will follow these guidelines for revising either of the four types of information sheets:

Number the information sheet by writing the task-MPO-resource number at the top of the page.

Title your information sheet by writing the name of the MPO under the task-MPO-resource number.

Write your information sheet clearly using:
- Simple, basic vocabulary
- Short, concise sentences
- Short paragraphs

Remember: You learned that short, easily understandable words, used in short sentences, can be clearly read and understood by most students.

Location of Information Sheets in the Learning Guide or competency sheet

Information sheets are always placed in the learning guide or competency sheet immediately after the first MPO page that refers to them.

ACTIVITY SHEET

006-002-004

Revising Content

1. Describe the criteria you would use to decide if the content of a print resource needed to be revised.

2. Describe each of the four types of information sheets.

   1.

   2.

   3.

   4.

3. Briefly describe the task detailing procedure.

ANSWER KEY

For Activity Sheet 006-002-004

Revising Content

1. technically accurate
   current
   applicability to program
   readability

2. listing tools, equipment, and materials
   listing procedural steps
   written summaries of information found in other resources
   information that is not found in other resources

3. Task detailing is writing out all of the details of the job to be performed. The task details are written in the order performed, they begin with an active verb, they detail both the knowing and doing elements of each task, and then are specific.

INFORMATION SHEET

006-002-005

Revising Non-Print Resources

From time to time it will become necessary to make non-print resource revisions. The process for making these kinds of revisions is essentially the same as making content revisions. First, you must decide what revisions need to be made, then make the necessary revisions.

Deciding What Revisions Need to be Made

The program instructors and your students are in the best positions to know if a non-print resource is accurate, complete, understandable, and effective. The instructors in your program, and your students work with non-print resources every day. Instructors and students should have the most accurate idea of exactly how effective a non-print resource is.

The Learning Package Evaluation Forms we spoke of in Information Sheet 006-002-001 of this manual provide space for student evaluation of non-print resources. These forms should be collected and filed by task number so they can be used at revision time.

Making the Necessary Non-Print Revisions

Obviously, the actual method you will use to revise a non-print resource depends on what medium the resource is in.

The first step in revising any non-print resource is to view and/or listen to the non-print resource in its entirety. This helps make the content clear in your mind. Then decide the exact changes you will need to make. Finally, rewrite the script incorporating all of the changes that you need.

Revising Slide/Tape Presentations

The method for revising slide/tape presentations is as follows:

1. View and listen to the entire slide/tape.
2. Decide exactly what changes you will need to make.
3. Rewrite the script incorporating necessary audio-visual changes. Decide how much of the old script can be salvaged, rewrite the rest. (Remember: Plan the audio and the visual parts of your presentation at the same time. Your audio-visual should be written as simply and clearly as possible. Your visual should picture what the audio is saying.)
4. New and revised visuals will have to be re-photographed. (NOTE: Your new slides will have a slightly different color than the old slides. Depending on the number of slides to be taken, you may want to re-photograph the entire script.)
5. The new audio will have to be re-recorded. (NOTE: Cassette tapes cannot be edited, so you may as well have the entire script re-recorded.)
6. Assemble the revised slide/tape presentation. Remove the old revised slides, and put the new slides in thier proper sequence. Replace the old cassette recording with the new revised cassette.

Revising Sound Pages and Audio Tapes

Sound page and audio tape revisions are completed in the same manner:

1. Listen to the entire sound page or audio tape.
2. Decide what revisions you will make.
3. Rewrite the script incorporating your new revision.
4. Re-record the entire script onto a new sound page or audio cassette.

Remember: Whenever you write audio scripts, use simple, clearly understood words. Write in short, concise sentences. Write short paragraphs, and try to limit each frame to 85 words or 30 seconds each.

Revising Video Tape Presentations

The procedure for revising Video Tapes is as follows:

1. Review the Video Tape in its entirety.
2. Decide exactly what changes need to be made.
3. Revise your original script to include both the video and the audio changes you require.
4. Take your revised script to the media coordinator
5. Make arrangements to re-tape any new changes.
6. Prepare a new audio script.
7. Add voice (audio) to the tape.

ACTIVITY SHEET

006-002-006

Non-Print Revisions

1. Put the following steps involved in revising <u>any</u> non-print presentation in proper order by placing an "A" in front of the first step, "B" in front of the second step, etc.

   _____ Revise your script to include all of the revisions you need to make.

   _____ Decide the exact revisions you need to make.

   _____ View and/or listen to the entire non-print presentation.

   _____ Take your revised script to the media coordinator.

2. Complete this sentence:

   A program's _____ and _____ use non-print resources every day, and are in the best position to know what revisions need to be made.

3. The _____ and the _____ should always be planned at the same time.

4. The _____ should picture what the _____ is saying.

5. Your audio should be written as _____ as possible.

6. The audio portion of your sound on slide presentations must be limited to _____ seconds or 85 words per frame.

7. Revise an S.L.G. or competency sheet for content using the following checklist. Contact your school's CBVE resource person or ICBVE consultant if you have any questions.

NOTE: Check your answers with the answer key on the next page.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	ACTIVITY SHEET 006-002-006 Revising Content Checklist		
	A. SOURCES CONSULTED BEFORE REVISION		
	1. Your students	1	
	2. Other instructors	1	
	3. Your advisory committee	1	
	4. Certifying board	1	
	5. L.R.C. coordinator	1	
	B. TPO REVISION:		
	6. TPO describes conditions of performance, <u>not</u> conditions of learning	1	
	7. TPO describes measurable performance	1	
	8. TPO states level of acceptability	1	
	C. MPO REVISION (on Contract Page):		
	9. Does each MPO describe a specific measurable performance?	1	
	10. Does each MPO begin with an action (hard) verb?	1	
	11. Do basic MPOs precede complex ones?	1	
	12. Does successful completion of all MPOs indicate mastery level for the TPO?	1	
	D. MPO PAGE REVISION:		
	13. Is the MPO an exact repeat of the corresponding MPO on the learning contract?	1	
	14. Does each learning step contain a <u>directive</u> (ex. read, view, complete) and the <u>purpose</u> of the learning step?	2	
	15. Do learning steps indicate resource number(s)? (ex. Resource #1 or Resource #1a and #1b)	1	
	16. Do basic learning steps precede complex steps?	1	
	17. Is there a resource for each learning step?	1	
	18. Does each resource name the specific resource(s) needed to accomplish the learning step? (ex. information sheet, activity, sound/slide)	1	
	19. Is the location of each resource identified?	1	
	E. PRINT RESOURCES REVISIONS ARE:		
	20. Technically accurate	1	
	21. Current	1	
	22. Readable	1	
	23. Legally usable	1	
	24. Numbered	1	
	25. Titled	1	
	26. Right for the program	1	
	F. NON-PRINT RESOURCE REVISIONS ARE:		
	27. Rewritten for audio	1	
	28. Rewritten for visual	1	
	29. Each frame is 85 words or 30 seconds long	1	

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	002

TOTAL POINTS 30
POINTS EARNED ____
POINTS NEEDED 30

ANSWER KEY

For Activity Sheet 006-002-006

1. The proper sequence for the procedural steps in any non-print presentation are as follows:

   C Revise your script to include all of the revisions you need to make.

   B Decide the exact revisions you need to make.

   A View and/or listen to the entire non-print presentation.

   D Take your revised script to the media coordinator.

2. Students and instructors use non-print resources everyday, and are in the best position to know what revisions need to be made.

3. The audio and the visual should always be planned at the same time.

4. The visual should picture what the audio is saying.

5. Your audio should be written as clearly as possible.

6. The audio portion of your sound on slide presentations must be limited to thirty (30) seconds or 85 words per frame.

7. You must score 30 out of 30 on the checklist to go on in this manual.

MICRO - PERFORMANCE OBJECTIVE #3

Identify the Process to Revise the Format of a Student Learning Guide or Competency Sheet

LEARNING STEPS

1. Read Resource #1 for an overview of the format revision process.
2. Complete Resource #2 for a self-check on format revision.
3. Read Resource #3 for the specific steps to use to revise the format of a learning guide or competency sheet.
4. Complete Resource #4 to practice revising the format of a learning guide or competency sheet.
5. Go on to next MPO.

RESOURCES

1. Information Sheet 006-003-001, "Why Revise the Format?", in this guide, page 36.
2. Activity Sheet 006-003-002, "Why Revise Format?", in this guide, pages 37-38.
3. Information Sheet 006-003-003, "Revising a Learning Guide or Competency Sheet," in this guide, pages 39-42.
4. Activity Sheet 006-003-004, "Revising a Learning Guide or Competency Sheet," in this guide, pages 43-48.
5. MPO #4 in this guide, page 49.

DEPT	PROG	TASK	TPO	MPO
	PTT	006	006	003

INFORMATION SHEET

006-003-001

Why Revise the Format?

When you adapt or revise a curriculum, often it must be updated to meet current format standards. Sometimes the task statement will need to be revised to be an exact repeat from the task list. Often a purpose statement may be rewritten to better motivate and involve students. A TPO or MPO may need to be rewritten to better conform to the format. Learning steps may need to be rewritten to better explain to the student what to do and why. Resource steps may need to be revised to include the name and locating number of the resource. Product/performance checklists may need to be revised to be more objective, specific, or complete. If your school uses a unique numbering system, all the resource numbers will need to be renumbered to conform to the format.

The areas of format revision are:

- Task statement
- Purpose statement
- Terminal performance objective
- Micro-performance objectives
- Learning steps
- Resources
- Product/performance checklists
- The numbering system

ACTIVITY SHEET

006-003-002

Why Revise Format?

1. Name seven of the eight format areas which may be revised?

   A.

   B.

   C.

   D.

   E.

   F.

   G.

2. Why is format revision necessary?

ANSWER KEY

For Activity Sheet 006-003-002

1. The areas of format revision are:

   A. Task statement

   B. Purpose statement

   C. Terminal performance objective

   D. Micro-performance objectives

   E. Learning steps

   F. Resources

   G. The numbering system

   H. Product/performance checklists

2. To meet current standards or to bring poorly written material up to standards.

INFORMATION SHEET

006-003-003

Revising a Learning Guide or Competency Sheet

1. The first step to follow in revising a learning guide or competency sheet is to revise the task statement.

   The task statement should begin with an action verb like "turn", "make", or "cut" and is a complete thought such as "bake a layer cake." The task statement is always an exact repeat from the task list.

2. The second step in revising materials is revising the purpose statement. Purpose statements have two functions:

   A. They motivate students to master the task.

   B. They tell the student how the task fits into the rest of the curriculum and how frequently the task will be performed on the job.

   When revising your purpose statements, use:

   - simple, clear vocabulary
   - short sentences
   - short, concise paragraphs, and
   - limit yourself to the amount of words you really need to get your point across

3. Revising the TPO is the third step in revising a learning guide or competency sheet.

   A terminal performance objective has three parts:

   A. <u>The conditions of performance</u>

      The conditions of performance part of the TPO tells the student what he/she will be given to perform the task.

      Example: Given tools, materials, and equipment

               Given a written test

               Given tools and a V-8 engine

B. The performance

The performance part of the TPO tells the student what he/she must perform to complete the task and is an exact repeat from the task list.

Example: Operate a roto-tiller

Tune an engine

Bake a layer cake

C. The standards

The standards part of the TPO tells the student how well he/she must perform the task.

Example: with 80 percent accuracy on the written exam and 90 percent accuracy on the product/performance checklist

4. The fourth step in revising a learning guide or competency sheet is revising the micro-performance objectives. MPOs are specific sub-objectives of the TPO. They summarize what the student should be able to do after completing a block of instruction. MPOs can be either cognitive, psychomotor, or affective, and should start with an action verb. MPOs should require observable behavior of the learner.

Example: Use the terminology related to

Assemble the

Identify the procedure for

5. The fifth step is revising the learning steps. Once your MPO has been revised, you must review the directions and activities needed to accomplish the MPO. Learning steps are directives that tell the student what to do and why. Look at the following example.

Learning Steps	Resources
1. Read Resource #1 to identify the tools, equipment, and materials necessary to do this task.	1. Information Sheet 001-001-001, in this S.L.G.
2. Review Resource #2 to gather the tools, equipment, and materials.	2. Information Sheet 001-001-002 in this S.L.G.

6. Revising the resources section is the sixth step in the revision process. Resources list the information sheets, audio-visual materials, textbooks, laboratory materials, etc., that the student must use to complete the learning step. Look again at the example above, and note that each resource:
   - lists the name of the resource (Information Sheet, Slide/Tape)
   - lists the number of the resource (001-001-001). In this case, 001-001-001 indicates that this information sheet is the first resource in MPO#1 for Task 001. The information sheet 001-001-002 is the second resource in MPO#1, Task 001.
   - lists the location of the resource. In this case, the information sheet is in the learning guide.
7. Revising the product/performance checklist is the seventh step in format revision. The process for revising product or performance checklists is:
   - Check with your information sources, the people who use the checklists, including the instructors and the students.
   - Decide if the checklist is:
     - objective
     - specific
     - practical
     - complete

- Make the necessary revisions to the checklist.
- You may have to change the cover page to include new directions or new mastery levels (in which case you must also change the TPO to match new mastery levels).

8. Numbering learning steps and resources is the last step in the format revision process. Each learning step in an MPO has a different number. Each resource has the same number as the corresponding learning step. If the same resource is used for different learning steps, it has a different resource number in the learning step section each time (Resource #1, Resource #2, etc.). This is the same number as the learning step to which it corresponds. Once a resource is given a six-digit number (like 002-002-004), it keeps this same number regardless of when or how it is referenced either in your learning guide or in the rest of your curriculum.

ACTIVITY SHEET

006-003-004

Format Revision

1. Circle the letter in front of each of the following task statements that is correctly written.

   A. Bake a cake

   B. Operate a roto-tiller

   C. Identify various fasteners and describe their uses

   D. Building a stone retaining wall

   E. Describe shop safety procedures

2. What are the two functions of the purpose statement?

   A.

   B.

3. Each of the statements listed below is a component or part of a TPO. Place the letter "C" in front of the statements that you feel are conditions of performance. Place the letter "P" in front of the statements that describe the performance itself. Place the letter "S" in front of the statements that describe the standards by which the performance will be measured.

   A. _____ Bake a cake

   B. _____ Within one hour with 85% accuracy

   C. _____ Given materials, tools, and equipment

   D. _____ Given a written test

   E. _____ Construct a two unit partial

4. Look over the following MPO statements. Mark the ones that are correctly written with a "C" in the blank in front of each statement. Mark the ones that are incorrectly written wint an "I". Explain why each incorrect statement is wrong in the blank that follows the incorrect statement.

A. ____ Identify tools, materials, and equipment necessary for constructing...

B. ____ Making the transparency

C. ____ Mixing the detergents

D. ____ Understand the terminology

E. ____ Give uses for the cleaver

5. Look over the following sets of learning steps and corresponding resources. Mark the ones that are correctly written with a "C" in the blank at the beginning of each set. Mark the incorrectly written statements with an "I". Explain why each incorrect set is wrong in the blank that follows the incorrect set.

Learning Steps	Resources
A. ____ 1. Look at Thiokol series "adjusting valve lifters."	1. Thiokol Series "Adjusting Valve Lifters"
B. ____ 2. View Resource number 2.	2. Sound on Slide presentation 003-002-002
C. ____ 3. Complete Resource #3 to use terminology associated with mixing disinfectants.	3. Worksheet 003-002-003
D. ____ 4. Get the proper tools.	4. Tools
E. ____ 5. View Video-Tape presentation 003-002-004 to practice this task.	5. Video-Tape presentation 003-002-004

6. Using the following checklist, revise a learning guide or competency sheet to meet format standards. Contact your school's CBVE resource person if you have any questions and for evaluation of your revised materials.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	ACTIVITY SHEET 006-003-004 S.L.G. Format Revision Checklist		
*	1. Select a learning guide from your program's curriculum whose content you feel is still acceptable, but whose format needs to be revised to meet current standards.	1	
*	2. Have your teacher trainer approve your selection.	1	
	Revise the format of the S.L.G. to meet the following criteria:		
	3. Is the task stated correctly?	1	
	4. Does the purpose statement:		
	Motivate by describing reason why student must learn task?	1	
	Relate this task to the rest of the curriculum or job?	1	
	5. Does TPO describe conditions of performance, not conditions of learning?	1	
	6. Does TPO describe measurable performance?	1	
	7. Does TPO state level of acceptability? (Including time restrictions, test scores, industrial standards if applicable)	1	
	8. Does each MPO describe a specific measurable performance?	1	
	10. Does each MPO begin with an action (hard) verb?	1	
	11. Do basic MPOs precede complex ones?	1	
	11. Do prerequisite skills precede advanced ones?	1	
	12. Does successful completion of all MPOs indicate mastery level for the TPO?	1	
	13. Is the MPO an exact repeat of the corresponding MPO on the learning contract?	1	
	14. Does each learning step contain a directive (ex. read, view, complete) and the purpose of the learning step?	2	
	15. Do learning steps indicate resource number(s)? (ex. Resource #1 or Resource #1a and #1b)	1	
	16. Is there a resource for each learning step?	1	
	17. Does each resource name the specific resource(s) needed to accomplish the learning step? (ex. information sheet, activity, sound/slide)	1	
	18. Is the number coding for each resource consistent with the department numbering system?	1	
	19. Is the location of each resource identified?	1	
	Performance or Product/Evaluation Instrument		
	20. Is the task and program identified on the checklist?	1	
	21. Are the directions to the evaluator and the student clear?	1	
	22. Is the level of acceptability clearly stated?	1	
	23. Are the criteria for evaluation clearly stated with a method of scoring?	1	
	24. Does each item begin with a HARD verb form:		
	a. past tense for performance checklist	1	
	b. present tense for product checklist	1	
	25. Are critical items identified clearly (if used)?	1	
	26. Is the type of checklist appropriate for TPO?	1	
	NOTE: Check your answers with the answer key on the next page.		

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	003

TOTAL POINTS 28
POINTS EARNED ____
POINTS NEEDED 28

ANSWER KEY

For Activity Sheet 006-003-004

1. You should have circled the following correcly written task statements:

   A. Bake a cake

   B. Operate a roto-tiller

   C. Identify various fasteners and describe their uses

   D. Building a stone retaining wall - This statement is incorrect. The "ing" ending on the action verb implies that the student is always learning to build a wall and never completely learns the task.

   E. Describe shop safety procedures

2. The purpose statement should:
   A. Motivate the student by describing why he/she must learn the task.
   B. Relate the task to the rest of the curriculum.

3. You should have placed "C"'s, "P"'s, AND "S"'s in front of the statements in the following manner:

   A. __P__ Bake a cake

   B. __S__ Within one hour with 85% accuracy

   C. __C__ Given materials, tools, and equipment

   D. __C__ Given a written test

   E. __P__ Construct a two unit partial

4. You should have put "C" for "correct" and "I" for "incorrect" in front of the statements in this manner:

   A. __C__ Identify tools, materials, and equipment necessary for constructing...

   B. __I__ Making the transparency
   This statement is incorrect because it implies that the student is always learning to construct transparencies but never really learns how. "Construct the transparency" would be acceptable.

   C. __I__ Mixing the detergents
   This statement is wrong for the same reasons stated above. "Mix the detergents" would be correct.

   D. __I__ Understand the terminology
   This statement is incorrect because it is not an action verb which asks the students to do something. "Use the terminology" would be acceptable.

   E. __I__ Give uses for the cleaver
   This statement is incorrect because "Give" is unclear. "Describe the cleaver" would be much clearer.

5. A. 1 The resource title should only be listed in the resources column. There is no resource number listed in the learning step column. There is no statement of purpose for doing this learning step.

   B. 1 There is no statement of purpose for doing this learning step.

   C. C

   D. 1 There are no resources listed to aid the student in getting the tools.

   E. 1 The words Video-Tape presentation and 003-002-004 should not be included in the "Learning Steps" portion of this set.

6. You must score 28 out of 28 on the checklist to continue in this manual.

MICRO - PERFORMANCE OBJECTIVE #4

Adapt or Revise a Student Learning Guide or Competency Sheet

LEARNING STEPS

1. Read Resource #1 to identify the procedures for revising written criterion exams.
2. Complete Resource #2 to practice revising written criterion exams.
3. Read Resource #3 for a review of the curriculum revision process.
4. When you feel ready for evaluation on the curriculum revision process, contact your school's CBVE resource person and complete Resource #4.
5. Read Resource #5 to identify the performance necessary for mastery of this task.
6. When you are ready to revise a learning guide or competency sheet for evaluation, contact your school's CBVE resource person and complete Resource #6.

RESOURCES

1. Information Sheet 006-004-001, "How to Revise Written Criterion Exams," in this guide, pages 50-52.
2. Activity Sheet 006-004-002, "Revising Written Criterion Exams," in this guide, pages 53-54.
3. MPOs 1-4 in this manual.
4. A. Written Exam, Task 006.
   B. Teacher Trainer
5. Product Checklist, Task 006, in this manual.
6. A. Product Checklist, Task 006, in this guide.
   B. School's CBVE resource person.

DEPT	PROG	TASK	TPO	MPO
	PTT	006	006	004

006-004-001

How to Revise Written Criterion Exams

Revising Written Tests

How do you decide if a criterion test needs revision? Consult your information sources. These include you and other instructors in your program. Based on what you have learned and reviewed about why and how criterion tests are written, ask yourself and the other instructors if:

- The items are written for objective evaluation
- The items completely test all of the objectives.
- The items are clearly written.
- The correct answer for each item is accurate and complete.
- The test accurately and completely tests the knowing components of the task at the comprehension and application levels.

How do you decide if a criterion test needs revision? Ask your students. Remember what we said about the role of students in the revision process: Your students and program instructors use and learn from your program's learning guides or competency sheets and evaluation instruments. Students and program instructors are in the best position to know where revisions are needed.

There are two good methods for gathering information from students that you can use to revise your tests:

1. Have your students complete the Packet Evaluation Form that we mentioned earlier, and . . .
2. Use an Item Analysis Form for each of your program's criterion tests. (A reduced copy of the Item Analysis Form appears on the next page.)

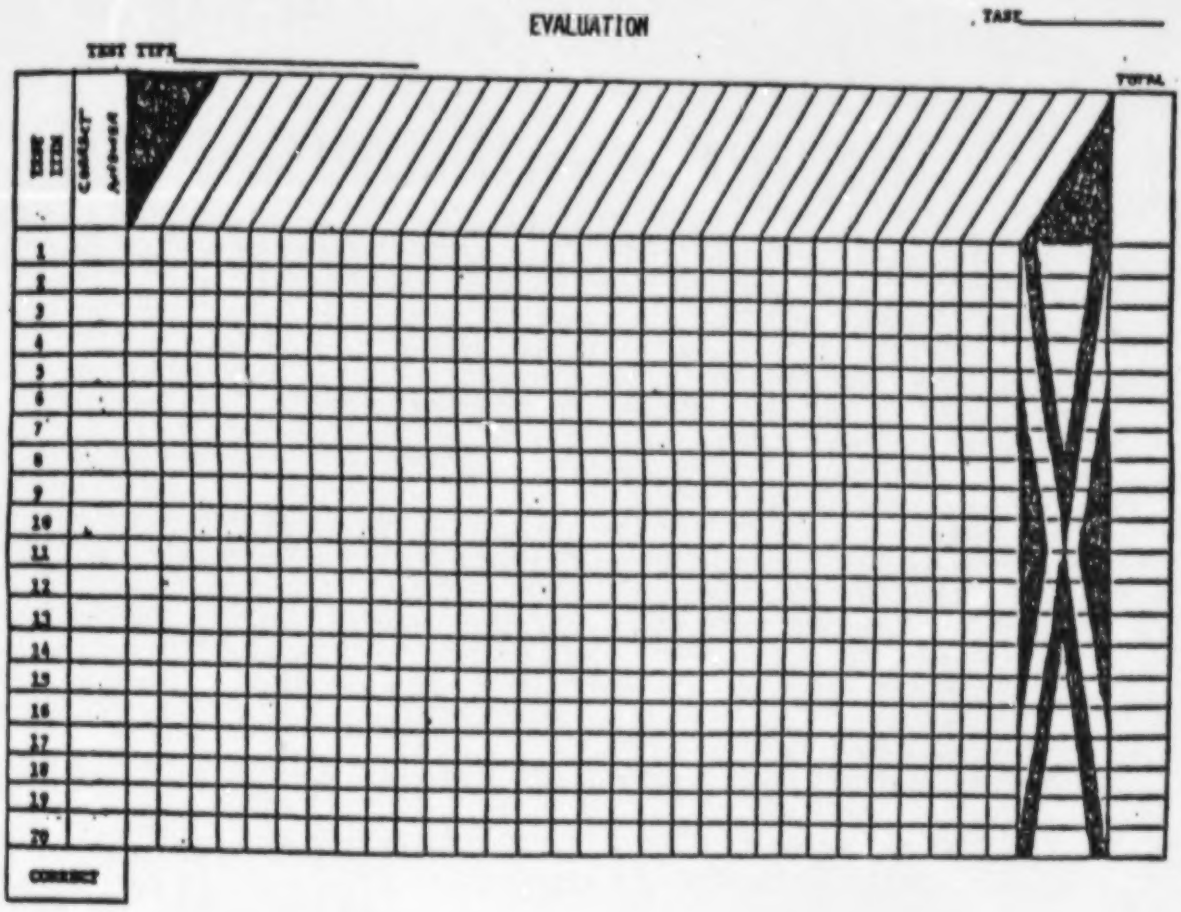
Characteristics of Item Analysis Forms
(Refer to diagram on next page)

Space is provided for:

- Student Names
- Task Number
- Test Type
- Correct Answer for each Item
- Answer chosen by student for each test item
- Total score correct for each student

Directions for Using Item Analysis Forms

1. Obtain a blank Item Analysis Form.
2. Write or type each student's name in the vertical spaces provided. Use additional forms if necessary.
3. Send the form(s) to be photocopied. Have at least one copy made for each separate criterion test in your program.
4. For each separate test write in the test type and task number in the spaces provided.
5. Write in the letter of the correct answer for each item.
6. Place all of the forms in numerical order according to task number.
7. Place all of the forms into a 3-ring binder or folder.
8. As students take the criterion test fill in the answer given by the student for each item, and the total number of items each student anwered correctly.



Item Analysis Forms

Advantages - Analysis forms for each test enables you to determine:

- How many students have taken a particular test.
- How many items each student answered correctly.
- The particular items each student missed.
- Which items were frequently missed by students.
- The form makes an excellent test scoring key.

All of this information can be of great value to you at test revision time. You will probably find that some items mostly everyone answered correctly, some items mostly everyone answered incorrectly, and that items fall somewhere in the middle--missed by some, correct by others.

Remember, items that are frequently missed may be poorly constructed or the information needed to correctly answer the question may have been poorly taught. Items that everyone got right may be properly written, dealing with important information, and should remain in the test.

Remember, also, that you as the program instructor, are in the best position to decide if an item needs revision, and that you may have to change the test cover page to reflect new directions or to change the level of mastery (in which case the TPO will need to be changed also). Your school's CBVE resource person will be glad to review your criterion tests and suggest possible revisions.

006-004-002

Revising Written Criterion Exams

1. Complete the following sentences.

   Your _____ and _____ _____ use and learn from your program's learning packages and evaluation instruments.

   Therefore, your _____ and _____ _____ are in the best position to know where revisions need to be made.

2. What are the two methods for gathering information from your students that you can use to revise criterion tests?

   A.

   B.

3. Tell us in your own words what you feel are the advantages of using Item Analysis Forms.

4. Please put the following procedural steps for using Item Analysis Forms in the proper order. Place the letter "A" in front of the first step. Place the letter "B" in front of the second step, etc.

   _____ Obtain a blank Item Analysis Form.

   _____ Place all of the forms in numberical order according to task number.

   _____ Write or type each student's name in the vertical spaces provided.

   _____ Write in the letter that represents the correct answer for each item.

   _____ Send the forms to be photocopied

   _____ Place all of the forms in a 3-ring binder.

   _____ As students take the test, record how each student answered each item, and the total number of items the student answered correctly.

5. Using the following checklist, revise the written criterion exam for the learning guide or competency sheet you are revising. Contact your CBVE resource person if you have questions and for evaluation of your revised written criterion exam using the checklist.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	ACTIVITY SHEET		
	006-004-002		
	Evaluation Instrument Revision Checklist		
	1. Look at the criterion test(s) for the guide or competency sheet you are revising.	1	
	2. Check with various sources of information available to you.	1	
	3. Decide what (if any) revisions need to be made.	1	
	A. Written Criterion Exams		
	4. Is the task and program identified on the exam?	1	
	5. Are the directions to the evaluator and the student clear?	1	
	6. Is the level of acceptability clearly stated?	1	
	7. Are there at least three test questions for each testable concept?	1	
	B. Inform Your School's CBVE Resource Person the Following for Your Written Exam:		
	8. What information sources did you refer to before revising?	2	
	9. What revisions did you make?	2	
	10. Why did you make these revisions?	2	
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 13
TOTAL POINTS POSSIBLE = 13

ANSWER KEY

For Activity Sheet 006-004-002

1. Your students and program instructors use and learn from your program's learning packages and evaluation instruments.

   Therefore, your students and program instructors are in the best position to know where revisions need to be made.

2. A. Package Evaluation Forms

   B. Item Analysis Forms

3. Your answer should be something like:

   They can be used as a test scoring key which tells you how many students have taken a particular test, how many items each student answered correctly, the items each student missed, and which items are frequently missed by students.

4. The procedural steps should be in the following order:

   __A__ Obtain a blank Item Analysis Form.

   __D__ Place all of the forms in numberical order according to task number.

   __B__ Write or type each student's name in the vertical spaces provided.

   __F__ Write in the letter that represents the correct answer for each item.

   __C__ Send the forms to be photocopied

   __E__ Place all of the forms in a 3-ring binder.

   __G__ As students take the test, record how each student answered each item, and the total number of items the student answered correctly.

5. You must score 13 out of 13 on the checklist to go on in this manual.

PROGRAM: PROFESSIONAL TEACHER TRAINING MANUAL

TASK: Adapt or Revise a Student Learning Guide or Competency Sheet

TASK # 006

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given a Student Learning Guide or Competency Sheet and accompanying materials and necessary resources, revise the guide or competency sheet.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 71 OUT OF 71 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 71 OUT OF 71 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	PRODUCT CHECKLIST **Task #006**		
	A. SOURCES CONSULTED BEFORE REVISION		
	1. Your students	1	
	2. Other instructors	1	
	3. Your advisory committee	1	
	4. Certifying board	1	
	5. L.R.C. coordinator	1	
	B. TPO REVISION:		
	6. TPO describes conditions of performance, <u>not</u> conditions of learning	1	
	7. TPO describes measurable performance	1	
	8. TPO states level of acceptability	1	
	C. MPO REVISION (on Contract Page):		
	9. Does each MPO describe a specific measurable performance?	1	
	10. Does each MPO begin with an action (hard) verb?	1	
	11. Do basic MPOs precede complex ones?	1	
	12. Does successful completion of all MPOs indicate mastery level for the TPO?	1	
	D. MPO PAGE REVISION:		
	13. Is the MPO an exact repeat of the corresponding MPO on the learning contract?	1	
	14. Does each learning step contain a <u>directive</u> (ex. read, view, complete) and the <u>purpose</u> of the learning step?	2	
	15. Do learning steps indicate resource number(s)? (ex. Resource #1 or Resource #1a and #1b)	1	
	16. Do basic learning steps precede complex steps?	1	
	17. Is there a resource for each learning step?	1	
	18. Does each resource name the specific resource(s) needed to accomplish the learning step? (ex. information sheet, activity, sound/slide)	1	
	19. Is the location of each resource identified?	1	
	E. PRINT RESOURCES REVISIONS ARE:		
	20. Technically accurate	1	
	21. Current	1	
	22. Readable	1	
	23. Legally usable	1	
	24. Numbered	1	
	25. Titled	1	
	26. Right for the program	1	
	F. NON-PRINT RESOURCE REVISIONS ARE:		
	27. Rewritten for audio	1	
	28. Rewritten for visual	1	
	29. Each frame is 85 words or 30 seconds long	1	

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	004

TOTAL POINTS _____

POINTS EARNED _____

POINTS NEEDED _____

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	PRODUCT CHECKLIST #006, continued		
	30. Select a learning guide from your program's curriculum whose content you feel is still acceptable, but whose format needs to be revised to meet current standards.	1	
	31. Have your teacher trainer approve your selection.	1	
	Revise the format of the S.L.G. to meet the following criteria:		
	32. Is the task stated correctly?	1	
	33. Does the purpose statement: Motivate by describing reason why student must learn task?	1	
	Relate this task to the rest of the curriculum or job?	1	
	34. Does TPO describe conditions of performance, not conditions of learning?	1	
	35. Does TPO describe measurable performance?	1	
	36. Does TPO state level of acceptability? (Including time restrictions, test scores, industrial standards if applicable)	1	
	37. Does each MPO describe a specific measurable performance?	1	
	38. Does each MPO begin with an action (hard) verb?	1	
	39. Do basic MPOs precede complex ones?	1	
	40. Do prerequisite skills precede advanced ones?	1	
	41. Does successful completion of all MPOs indicate mastery level for the TPO?	1	
	42. Is the MPO an exact repeat of the corresponding MPO on the learning contract?	1	
	43. Does each learning step contain a directive (ex. read, view, complete) and the purpose of the learning step?	2	
	44. Do learning steps indicate resource number(s)? (ex. Resource #1 or Resource #1a and #1b)	1	
	45. Is there a resource for each learning step?	1	
	46. Does each resource name the specific resource(s) needed to accomplish the learning step? (ex. information sheet, activity, sound/slide)	1	
	47. Is the number coding for each resource consistent with the department numbering system?	1	
	48. Is the location of each resource identified?	1	
	49. Look at the criterion test(s) for the guide you are revising.	1	
	50. Check with various sources of information available to you.	1	
	51. Decide what (if any) revision need to be made.	1	
	F. WRITTEN CRITERION EXAMS		
	52. Is the task and program identified on the exam?	1	
	53. Are the directions to the evaluator and the student clear?	1	
	54. Is the level of acceptability clearly stated?	1	
	55. Are there at least three test questions for each testable concept?	1	

TOTAL POINTS _____

POINTS EARNED _____

POINTS NEEDED _____

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	YES	NO
	PRODUCT CHECKLIST #006, continued		
	G. PERFORMANCE EVALUATION INSTRUMENT		
	56. Is the task and program identified on the checklist?	1	
	57. Are the directions to the evaluator and the student clear?	1	
	58. Is the level of acceptability clearly stated?	1	
	59. Are the criteria for evaluation clearly stated with a method for scoring?	1	
	60. Does each item begin with a HARD verb form: a. present tense for performance checklist? b. past tense for product checklist?	1	
	61. Are critical items identified clearly (if used)?	1	
	62. Is the type of checklist appropriate for TPO?	1	
	H. TELL YOUR TEACHER TRAINER THE FOLLOWING FOR BOTH YOUR WRITTEN EXAM AND PERFORMANCE EVALUATION INSTRUMENT:		
	63. What information sources did you refer to before revising?	2	
	64. What revisions did you make?	2	
	65. Why did you make these revisions?	2	

DEPT.	PROG	TASK	TPO	MPO
	PTT	006	006	004

TOTAL POINTS 71
POINTS EARNED ____
POINTS NEEDED 71

PROGRAM PROFESSIONAL COMPETENCY-BASED TEACHER TRAINING

CRITERION EXAM

TASK # 006

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON How to Adapt or Revise a Student Learning Guide or Competency Sheet.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 13 **out of** 15 **items correctly, (** 87 **%).**

CRITERION EXAM

Task #006

Adapt or Revise a Student Learning Guide or Competency Sheet

1. Two factors playing an important role in curriculum revision planning are sequence and _____.

   A. Content
   B. Format
   C. Exams
   D. Timeline

2. Three areas playing an important role in adapting a curriculum are:

   A. Content, format, and timeline.
   B. Format, sequence, and timeline.
   C. Content, format, and evaluation instruments.
   D. Sequence, timeline, and evaluation instruments.

3. Placement of graduates is contingent upon what factors?

   A. Student's ability to perform necessary skills
   B. Quality of instruction
   C. Quality of program curriculum
   D. All of the above

4. If employers consistently report weaknesses in the skills of your program graduates, then your curriculum needs to be developed or revised. True____ False____

5. The two steps in making student learning guide content revision are to decide what revisions are necessary and to make the necessary revisions. True____ False____

6. Information sources you turn to before deciding what learning guide content revisions need to be made are:

   A. Yourself and other program instructors.
   B. Your students.
   C. Your vocational director.
   D. Learning resource coordinator.
   E. Your advisory committee.

CRITERION EXAM

Task #006 (Continued)

7. The audio portion of your sound on slide presentations must be limited to 90 seconds or 85 words per frame. (1 point) True____ False____

8. The seven areas revised in the format revision process are:

   Task statement, purpose statement, terminal performance objective, micro-performance objectives, learning steps, resources, and the numbering system. True____ False____

9. When revising curriculum, we revise to meet current standards or to bring poorly written material up to standards. True____ False____

10. The two methods for gathering information from your students that you can use to revise criterion tests are:

    Package evaluation forms and item analysis forms. True____ False____

Each of the statements listed below is a component or part of a TPO. Place the letter "C" in front of the statements that you feel are conditions of performance. Place the letter "P" in front of the statements that describe the performance itself. Place the letter "S" in front of the statements that describe the standards by which the performance will be measured.

11. ____ Bake a cake

12. ____ Within one hour with 85% accuracy

13. ____ Given materials, tools, and equipment

14. ____ Given a written test

15. ____ Construct a two unit partial

ANSWER KEY

For Task #006

1. D
2. C
3. D
4. True
5. True
6. True
7. False
8. True
9. True
10. True
11. P
12. S
13. C
14. C
15. P